

## Senator Reid recognizes Certificate of Performance recipients



I would like to personally congratulate all of the participants who have been awarded Nevada's Adult Basic Educator's Certificate of Performance (ABECP). This is a laudable achievement for you and the students you teach.

Nevada welcomes thousands of new students into its adult education system every year, and many of them struggle with their subject matter. Thanks to the ABECP, those students have the opportunity to receive quality instruction from ABE-certified instructors and tutors. It takes a great deal of personal commitment to work with and motivate these adults, and the recipients of the ABECP have shown they are up to the challenge.

The Certificate of Performance proves that Nevada's educators are equipping their students to become productive citizens, responsible workers, and competitive academics. I applaud each of you for your important work and wish you continued success.

Sincerely,  
Senator Harry Reid

## Sixteen adult educators earn Certificate

Sixteen instructors and tutors from three Nevada programs submitted evidence of student outcomes and were awarded their ABE Certificates of Performance this past summer. These educators met the student retention and performance criteria outlined in the state's unique outcome-based recognition program.

- ★ Charmaine Falkenberg, Tommy J. French, John F. Kunkle, Carolyn M. Montgomery, Kathleen M. Nash, Joseph R. Perez, Cheryl G. Simmons, Pamala Woicicki (Community College of Southern Nevada)
- ★ Francis A. Levier, Jo Quade (Northern Nevada Literacy Council)
- ★ Marzelle Alston, Lynda L. Clark, Howard D. Craig-Aakervik, Sylvia Freedman, Alan Freedman, Barbara Freeman (Truckee Meadows Community College)

For more information of the ABECP program, contact Sharyn Yanoshak, [saylv@cox.net](mailto:saylv@cox.net), 702/253-6280.

### Updates to ABECP program

- ✓ **Deadline of 6/30/04 to receive \$100 award removed: Now, ALL successful applicants for the Initial Certificate will receive the one-time award.**
- ✓ **GED criterion modified: Students need attend a minimum of 12 hours (versus 30) to be counted.**
- ✓ **Revised application at [www.literacynet.org/nvabecp/cpi.pdf](http://www.literacynet.org/nvabecp/cpi.pdf)**

**In the past three decades, the share of jobs requiring at least some college education has grown from 28 percent to more than 60 percent. Even on the factory floor, the share of jobs requiring at least some college has grown from 8 percent to 31 percent. — Standards for What? The Economic Roots of K-16 Reform**

**Carnevale and Desrochers, Educational Testing Service 2003**



## How is ABE in Nevada funded?

*An update from Mary Katherine Moen, State Director of Adult Education*  
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Each summer it is my responsibility to review applications for funding from the ABE/ESL programs throughout the state. The requests always exceed the amount available; there simply isn't enough funding for all the worthwhile programs.

From where does the funding come? Nevada receives federal funding for the provision of education services to adults who lack basic skills. According to law, each state in the U.S. receives \$250,000. A formula is then used, based on census data, to determine additional monies. During 2003-2004, Nevada received \$4.1 million, a 30 percent increase over the previous year, reflecting (finally) the population growth evidenced by the 2000 Census.

Five percent of the federal funds is set aside for statewide administration; 12.5 percent is used for staff development and activities that support all of the instructional programs. The remaining funds are granted on a competitive basis to ABE/ESL and English Literacy/Civics instructional programs throughout the state. Approximately \$400,000 in state funding is also distributed to these programs.

Nevada has traditionally granted funding on the basis of requests, number of students served, cost per student, and successful outcomes in the previous year. Recent efforts to make the funding more equitably reflect the demographics created by population growth have resulted in increased allocations to programs in Las Vegas. A funding formula is currently being developed for 2005-2006 that will more adequately reflect this growth and will incorporate performance benchmarks into the allocation process.

Current programs are vital, healthy entities with good student outcomes. It is most difficult not to be able to fund each one according to need. The inability to fully fund these programs probably means that not all who desire these educational services will be able to receive them. I take heart, however, in the dedication, creativity, and hard work of all those who do so much good, with so little, for so many students.

**Mary Katherine posts a monthly update on Nevada's Web site, [www.literacynet.org/nevada](http://www.literacynet.org/nevada); click on "Adult Education in Nevada," then on "Message from MK."**

## Unique pronunciation/vocabulary building curriculum now online

Vicki Newell, director of the Northern Nevada Literacy Council, developed a unique pronunciation/vocabulary curriculum focused on teaching listening and speaking skills. The lessons are geared to Beginning (Level I: CASAS Scores 180-200) and Low Intermediate (Level II: CASAS Scores 201+) students.

Ninety-six hours of instruction are provided for each level, all designed to teach adult students to hear and speak the sounds of the Roman alphabet correctly and broaden their basic English vocabularies.

The instruction to be presented in each lesson is written in a specific step-by-step manner proven to increase the students' ability to comprehend and retain the subject matter.

The curriculum is posted at [www.literacynet.org/nevada/pvb](http://www.literacynet.org/nevada/pvb).

## Reno Gazette highlights TMCC's ESL program

A recent front-page article in the *Reno Gazette* business section highlighted TMCC's workplace ESL classes offered on-site at the Hyatt Regency Lake Tahoe Resort and Casino. Food and beverage workers first began attending the two-hour classes twice a week last October. The classes ran for eight weeks and TMCC has since provided three additional 8-week sessions. Next up: A similar program for housekeeping employees, starting this October.

Kudos to Brad Deeds, site coordinator and instructor, and Paul Marsala, ESL/ABE program director!

## Making it easy

A consortium of agencies is collaborating on Nevada's Easy Voter Project, which will provide educational information about voting, elections, and candidates.

The Easy Voter Guide website ([www.easyvoter.org/nevada/index.html](http://www.easyvoter.org/nevada/index.html)) provides non-partisan information on political parties and candidates for the 2004 elections, along with simply written instructions on how to register and vote. The content, provided by the parties and candidates themselves, is concise, user-friendly, and easy to understand.



**"Helping adults to become full, participating citizens in their communities is a goal of the adult basic education system. We are supporting the Easy Voter project because it is a non-partisan resource that allows new voters who may lack basic skills or possess limited English skills to make informed choices with regard to candidates and measures."**

—Mary Katherine Moen, Adult Education Director, Nevada Department of Education

Thanks to contributions from Nevada's Secretary of State's Office, the State Library and Archives, and the Adult Education Office, a 16-page *Easy Voter Guide* in English and Spanish will be available in hard copy in late September.

Veteran ESL instructor Sheila Fairbairn ([sfallohaus@hotmail.com](mailto:sfallohaus@hotmail.com)) is currently working with high-level ESL students to review and simplify information submitted by candidates and political parties for the *Guide*. "For example, the students suggested that we change the term "nuclear repository" to "nuclear waste long-term storage," said Sheila.

The *Guide* and updated website will contain information on statewide ballot questions and candidates who have qualified for the General Election ballot. Copies will be available at state libraries, community centers, and other locations.

Nevada's *Easy Voter Guide* project is a collaborative partnership among: the Secretary of State's Office; Nevada League of Women Voters; Nevada Department of Cultural Affairs, Nevada State Library and Archives Division; and the Adult Education Office of the Nevada Department of Education. The project coordinator is Common Knowledge ([www.ckgroup.org](http://www.ckgroup.org)), in partnership with Literacyworks, which provides technical assistance for Nevada's literacy Web site ([www.literacynet.org/nevada](http://www.literacynet.org/nevada)). The Easy Voter project is an offshoot of the successful program in place in California since 1994.

## More voter education resources

The March 2004 issue of Maine's *The Change Agent* ([www.nelrc.org/changeagent](http://www.nelrc.org/changeagent)), focused on "Voting in the 2004 Elections," is targeted to the adult literacy field. It contains much classroom-friendly material on voting and specific national election issues, such as a clever ballot-marking activity (page 5), an editorial cartoon analysis (page 9), and graph and data analysis (page 11).

## Rights declared for parents of English Language Learners

Last April, the U.S. Education Department launched a new Web site to help parents of English Language Learners understand their rights under the No Child Left Behind law. The "Declaration of Rights" Web site lists 10 key rights for these parents, such as the right to choose a different English language acquisition program for their child if one is available and the right to transfer their child to another school if it is identified as "in need of improvement."

Go to [www.ed.gov](http://www.ed.gov) and search for "Declaration of Rights" to view the complete list. At [www.ed.gov/rights](http://www.ed.gov/rights) is an audio-enhanced presentation in English and Spanish that explains the rights in more detail. Order copies of the Declaration of Rights from the U.S. Department of Education's Publications Center (ED Pubs), 877/433-7827 (toll-free).

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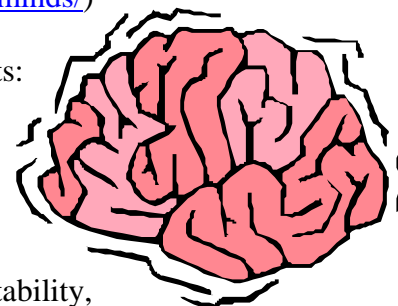
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315/422-9121, ext. 319

**Experience the learning difficulty**

The "Misunderstood Minds" Web site ([www.pbs.org/wgbh/misunderstoodminds/](http://www.pbs.org/wgbh/misunderstoodminds/)) provides parents and teachers an experiential understanding of learning differences and disabilities that don't go away. There are four main components: attention, reading, writing, and mathematics. Each component includes a multimedia introduction to the topic to experience firsthand what it's like to have a specific learning difficulty, such as visual or auditory distortion, decoding, special perception, etc. A resources section lists books, Web sites, and videos for each component.

*Focus Bulletin* (May 2004) rated the project excellent for innovation, adaptability, and readability, saying it is "great training for teachers ... clean, reasonable, and respectfully written." As to content, "no one else does this!"



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